**K-5 Math Lesson Plan**

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| **Teacher:**  RebeccaPurdie**,** IrisMarsh**,** AngieFlowersOakHillandMoreheadElementary | | | **Grade:**  2nd | | | **Date(s)**:  Day 4 - Day 5 of Task 2 |
| **Unit Title:** Unit Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:** Theperformancetaskthatthisparticularlessonwillleadto**.** Using the total number of each item in the school store inventory, represent each number word. | | |
| **Essential Question(s):**  How do patterns help me skip count?  How do I compose numbers up to 1,000?  How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Base ten blocks  Number Expander | | **Student:**  Number Expanders  Place Value Mat | | | hundreds  tens  ones | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.1: Understand that the 3-digits of a number represent the amount of hundreds, tens, and ones  2.NBT.3: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | | | | | |
| **I Can Statement(s):**  How do I can compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Review - Using I Have Who Has (game) Scroll to I Have Who Has: 100’s, 10’s 1’s.  <http://www.teacherresourcesgalore.com/place_value.htm> | | | | | |
| **Teacher Directed:**  Teacher will model renaming 3-digit numbers using base ten blocks and Number Expanders (an aide made of paper which can show the many ways of renaming a number) See below for template.  Teacher will start by writing the number 236 on the board. Next the teacher will show class the blank expander and write the number 236 on the expander (2 goes in the hundreds, 3 in the tens, 6 in the ones). The number 236 has been written in the blank place value columns. This shows 236= 2 hundreds 3tens and 6 ones. The teacher will go through the process of folding the expander to represent the number different ways.  <http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/numberexpander.htm>  (this website will further explain) . After teacher has folder the paper she should shows students how they can represent the different ways with the base ten blocks (ex. 236 can be 23 tens etc.) | | | | | |
| **Guided Practice:**  Students will practice folding (using the expander) and modeling (base ten blocks). Teacher will do it with the students and monitor making sure that students understand the concept of renaming the numbers different ways. \* If students are having a hard time ask them to fold and unfold at various places to make as many different expansions as they can. Also discuss and explore examples such as numbers with zeros (ex. 410 is 41 tens ones; 507 is 50 tens 7ones; etc) | | | | | |
| **Independent Practice:**  In their journal students will draw a model and use their expanders to represent a given number 3 different ways. | | | | | |
| **Closing/Summarizing Strategy:**  Students will discuss how using the expander helped them to see how numbers can be shown various ways (renaming). | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Base-ten blocks will be used to model the number in more than one way. | | | Teacher can work with students that are having a hard time in small groups. | | | Teacher will ask “How many ways do you think I can represent 100” (ex. 1 flat, 10 tens, 100 ones) Remember we can represent numbers in many ways. Using envision e-tools Place Value model teacher will model decomposing a hundred flat by using the hammer icon to hit the flat to decompose the flat into 10 tens. Teacher also needs to represent this model using digits on a place value chart. ( Note: 1 hundred, 0 tens, 0 ones is the same as 0 hundreds, 10 tens, 0 ones) Teacher will continue to model decomposing tens using the hammer icon into ones and record using digits on the place value chart. Students will be able to see the pattern. |
| **Assessment(s):**  Teacher can have students share their journal entries. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |